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ABSTRACT

A series of considerations intended to improve the level of information transfer and dissemination in conferences and intercampus meetings are described. Included are suggestions for (1) setting agendas, (2) maximizing training effect, (3) taking best advantage of typical attendance patterns of participants, (4) presenting information for more effective decision making, and (5) evaluating the process and outcomes of the meeting or convention. Each of these components is then placed in the context of conducting community surveys. (DGC)

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TITLE:

THINGS I LOOK FOR WHEN ASKED TO ATTEND A CONFERENCE OR AN INTER-CAMPUS INFORMATION SYSTEM MEETING

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DATE:

May 5, 1975

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INTRODUCTION

ICIS stands for Inter-Campus Information System.

Inter-campus means multi-campus.

Intra-campus means one campus.

Very often, information systems exist mainly at conferences or during meetings between significant individuals. It is rare to find an information system that is such a mechanized affair that it exists apart from the human participants.

It is not impossible for an information system to be mechanized or computerized. The point is made that information systems are used for decisions. People make decisions. Sometimes, the computer provides information. At other times, information can be more readily obtained from other human beings.

With this perspective in mind, the title of this document can be interpreted as THINGS I LOOK FOR WHEN ASKED TO ATTEND A CONFERENCE OR AN INTER-CAMPUS INFORMATION SYSTEM MEETING.

NOTE

In general, conferences are places where formal and informal information systems originate. People start up acquaintances that grow into professional and friendly exchanges. The human mind works better in association with other human minds.

Many informal ICIS-type exchanges begin by chance as individuals meet, consult, discuss, and followup new trends.

Few formal ICIS-type exchanges emerge without a great deal of planning and premeditation that go beyond pioneer trail blazing in a frontier environment.

This document pinpoints a few things to look for at a typical conference when you have an ICIS-type plan in the back of your mind.

- These ideas can help make more accessible our bewildering store of knowledge.
- These ideas can help professionals who have never met to work together in an effective partnership.
- These ideas can help dedicated professionals find objectives worthy of their best.
- These ideas can speed up communications between geographically separated specialists unknowingly in need of each other's expertise.

THINGS I LOOK FOR

WHEN ASKED TO ATTEND A CONFERENCE

Organizing a conference is no simple task. There are many details that must be attended to in order to insure the success of the conference. Unfortunately, these details are so urgent and so over whelming that it is possible to forget even more important priorities.

In order to stress these more important priorities, I look for five things whenever I am asked to attend a conference:

1. Agenda
2. Training matrix
3. Attendance curve
4. Decisions at stake
5. KE, PE, AE

Obviously, I have some things very precisely in mind for each one of these five things. Let's tell you what it is.

The following page analyzes the above five components of ICIS and of most conferences.

THINGS I LOOK FOR

WHEN ASKED TO ATTEND A CONFERENCE

Who, What, When, Where	AGENDA
Why	TRAINING MATRIX
Head Count	ATTENDANCE CURVE
Goal Count	DECISIONS AT STAKE
Product Count	KE, PE, AE

This once was an unbeatable

modern communications tool!!!

When you

need

P L A N N I N G

QUICK,

see us!!!

AGENDA

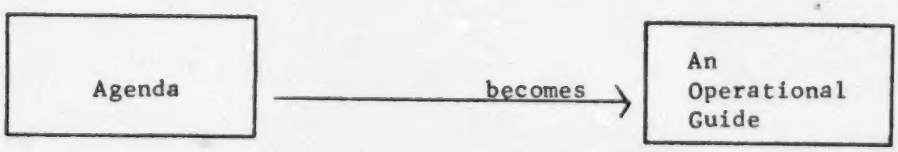
The agenda tells who will be there, what will happen, when the sessions will take place, and where the sessions will take place. This means specifying the exact date of the conference plus the time of each meeting and the meeting place. In many instances, it means giving the name of the principle speaker or conference leader.

In addition to this, the details of registeration fees, attendance costs, meal costs, room rates, and transportation are often included.

In many ways, the agenda is like a road map. It gives the details of how to get there.

In some other ways, the agenda is very much like a road map because it does not always clearly indicate the objective or destination of the conference. Sometimes, a very neatly typed agenda can resemble a well printed road map that shows a lot of roads going nowhere. Even worse, a poorly prepared agenda might show a lot of roads going to a lot of different places without one overall objective. In order to find out where someone is going, they need the training matrix.

FLOWCHART



Economies struggle to avoid the fate of this 19th Century bankrupt.

Stagnation is no solution

to ZERO-GROWTH budgeting.

TRAINING MATRIX

Briefly stated, the training matrix answers question O, question E, and question R in the K domain, the P domain, and the A domain.

Putting these three questions and three domains together results in a 3 x 3 matrix. The individual parts of this matrix are KO, PO, AO, KE, PE, AE, KR, PR, and AR.

Putting these three domains together to come up with the following 3 x 3 analysis:

KO PO AO

KE PE AE

KR PR AR

Don't get scared oif by these abbreviations. They are intended to make things simplier, not more complicated. Let's look at individual components.

Question O or the objective question is, "What exactly is the purpose of your conference?"

Question E or the evaluation question is, "How will you know when you have succeeded in your conference?"

Question R or the resource question is, "How many different combinations of alternatives do you have in order to help you attain your conference objectives?"

Domain K is the knowledge or cognitive domain.

Domain P is the performance or pschomotor domain.

Domain A is the attitude or affective domain.

Is MATRIX in your dictionary?

KO	PO	AO
KE	PE	AE
KR	PR	AR

ATTENDANCE CURVES

The attendance curve is based upon a very simple principle. Whenever you start counting heads at a meeting, you will find out that the attendance varies from session to session, no matter how punctual your group is.

This means that some sessions have more people in attendance than others. This means that other sessions because of their position on the attendance curve will be less attended.

The attendance curve helps yo predict the high point in your conference. This high point is defined as the moment when most people are there and in the best frame of mind to profit from the resources you give them.

If you schedule your most powerful resources for the high point of your conference, you can expect maximum effect. This means that you can influence most people when they are most receptive.

The attendance curve is not statistical as much as it is psychological. It tries to show you how a simple understanding of human nature will make your conference more humane and more effective.

Example

Time	Time	Headcount	
	8:30 am	15	
	9:00 am	25	
	9:45 am	29	→ This is the moment when the group is the largest.
	10:30 am	26	
	11:30 am	21	

DECISIONS AT STAKE

Decisions are being made daily. Sometimes, decisions are made without a systematic basis. Other times, decisions are made without any adequate information basis.

Rather than go on complaining forever, it has been found more practical to answer the following questions in order to pinpoint the DECISIONS AT STAKE.

1A. Who is the person who makes the decision?

1B. To whom should the decision information be sent?

2. What exactly is the information desired?

3. In what form is the information requested? Is this the same form in which the information can be used?

4. What is the time before which the information must be received?

5. In what way must the information be presented?

6. How will this information help facilitate the decision-making process?

7. How does this specific information go beyond things available through normal channels?

8. How does this information and the related decision channel into institutional goals and objectives?

9. How does this information and the related decision channel into organizational goals and objectives?

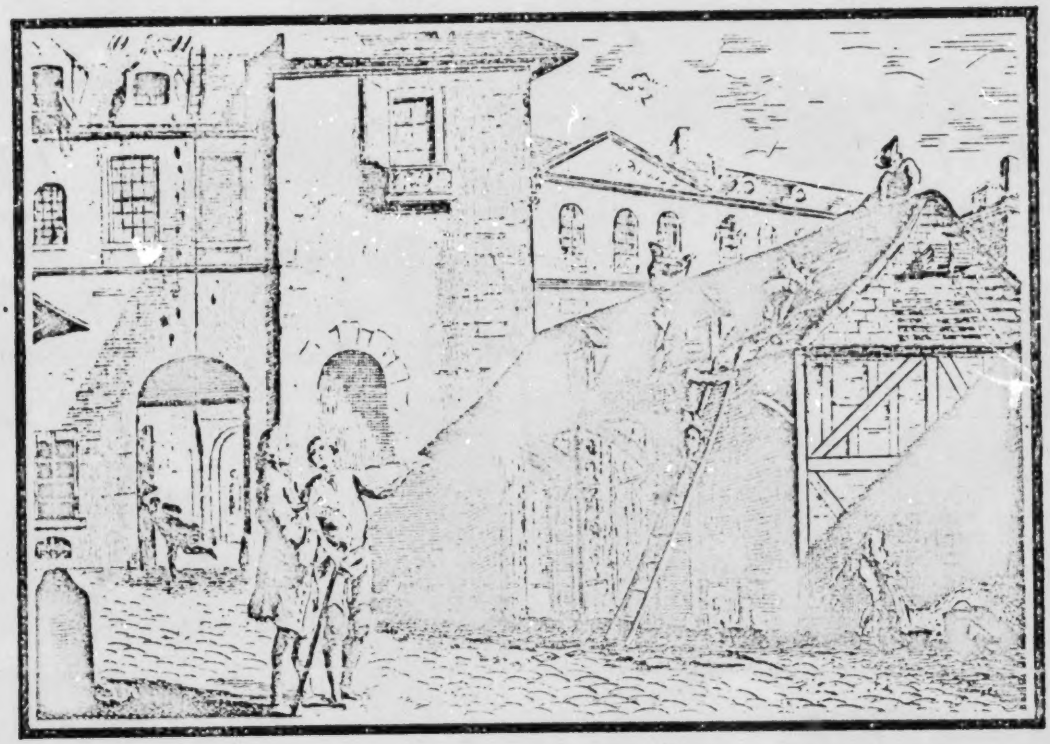
10. How does this information and the related decision channel into personal goals and objectives?

11. Is this information a critical part of decision or something extra to have just in case?

12. Are there any special circumstances about this decision that must be noted?

These DECISIONS AT STAKE can be translated into an effective EVALUATION OF SERVICE.

When you plan to fix a roof or add a room,



we have $omething for you.

1. When you plan a workshop, we have an information system that can help you.

2. When you are trying to evaluate a workshop, we have an information system that can show you good examples of measuring participant reactions.

3. When you have a workshop to evaluate for impact upon learners, we have a system to show you how to measure learner benefits.

EVALUATION OF SERVICE

An evaluation service has a very definite commitment: namely, to make sure that the right decision-maker is provided with the right information, in the right form, at the right time, and in the right way so as to facilitate decision-making in light of institutional, organizational, and personal goals and objectives.

In order to make sure that this information service has lived up to these criteria, please express your opinion about it by circling yes or no in front of each question and providing comments where appropriate.

YES NO 1. Are you the right decision-maker to receive the enclosed information?

YES NO 2. Is the enclosed material the right information?

YES NO 3. Is the enclosed information in the right form, that is, a usable form?

YES NO 4. Has this material reached you at the right time, as far as possible?

YES NO 5. Has this material been presented to you in the right way?

YES NO 6. Has this material helped facilitate the decision-making process?

YES NO 7. Has this material furnished more help to the decision-making process than would be available through normal channels?

YES NO 8. Has this material been channeled into institutional goals and objectives?

YES NO 9. Has this material been channeled into organizational goals and objectives?

YES NO 10. Has this information been channeled into personal goals and objectives?

YES NO 11. Do you believe that educational decisions can never be more accurate than the information upon which the decisions are made?

YES NO 12. Do you have specific comments, recommendations, suggestions, and reactions to the information system service with which you have been provided?

The answers to these questions provide ICIS feedback.

KE, PE, AE

Every piece of information contributed for a specific decision will be evaluated by KE, PE, and AE.

KE is knowledge evaluation.

PE is performance evaluation.

AE is attitude evaluation.

In order to place this into context, it is suggested that the reader look at the following two pages:

KEY TO THE ABBREVIATION CODES ON THE TRAINING MATRIX FOR COMMUNITY SURVEYS.

TRAINING MATRIX FOR COMMUNITY SURVEYS.

The TRAINING MATRIX FOR COMMUNITY SURVEYS is intended to overview a specific decision-making process in terms of such variables as knowledge, performance, and attitude as seen from the dimenions of objectives, evaluations, and resources.

KEY TO THE ABBREVIATION CODES

ON THE TRAINING MATRIX FOR COMMUNITY SURVEYS

KO stands for Knowledge Objectives

KE stands for Knowledge Evaluation

KR stands for Knowledge Resources

PO stands for Performance Objectives

PE stands for Performance Evaluation

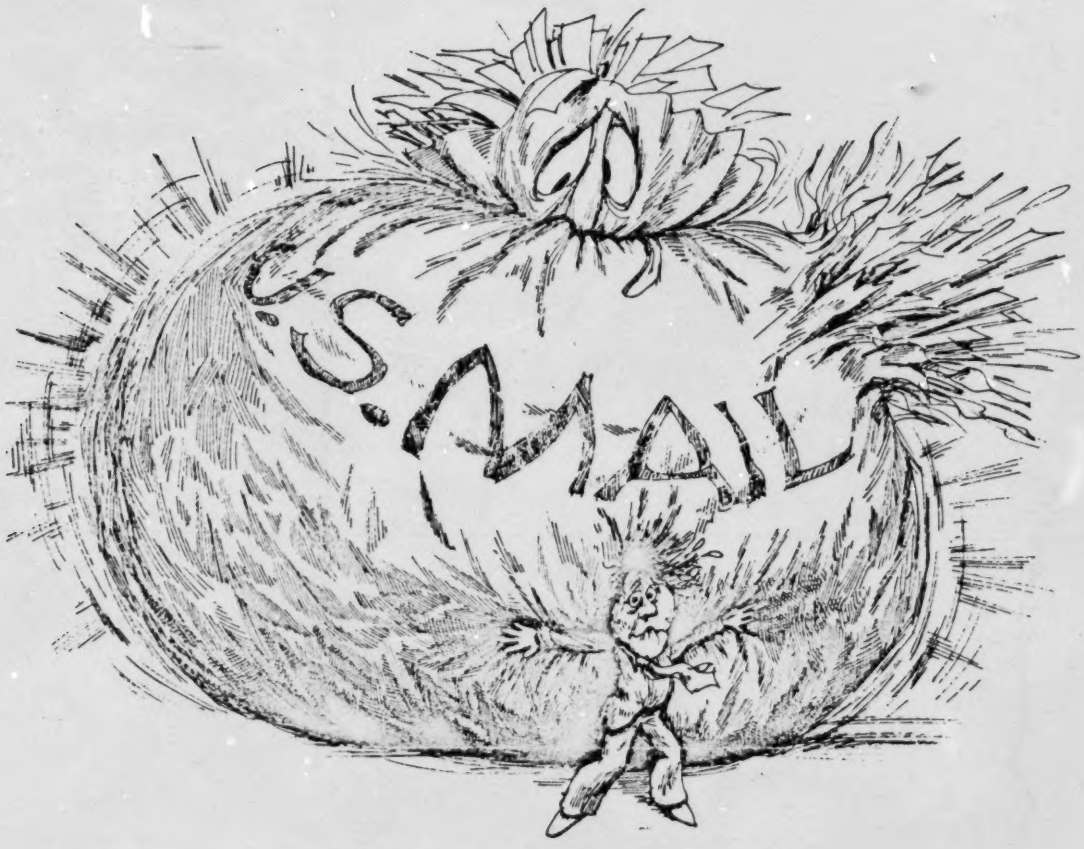
PR stands for Performance Resources

AO stands for Attitude Objectives

AE stands for Attitude Evaluation

AR stands for Attitude Resources

Look at the following page, TRAINING MATRIX FOR COMMUNITY SURVEYS, and try to understand how this matrix answers three questions in three different domains.



Are you buried in

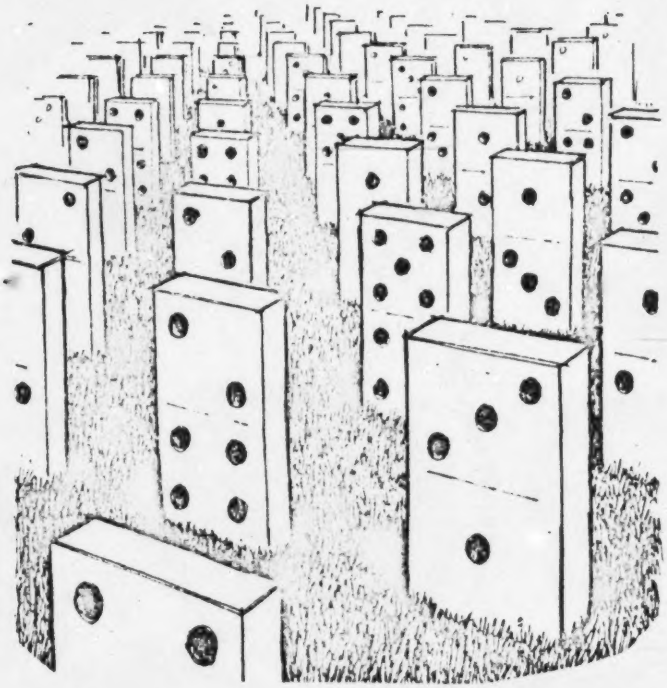
mail and paperwork??

Ask us

TRAINING MATRIX
FOR

COMMUNITY SURVEYS

KO	PO	AO
Plan the logistical details of data collection Decide what will be done with data Analyze data collected	Compile the target data via community survey Tabulate the data Digest-Reduce the data	Anticipate foreseeable SNAFU'S a) with yourself b) with community c) with collected data
KE	**PE**	**AE**
Stick to your outline Tie each topic to the next one Prepare for action to take place	Pinpoint the characteristics of the community you surveyed Capsulize the main data in a one paragraph description Cram in only the essentials, not every detail	Enumerate, to your satisfaction, "What's in it for me?" Take on a typical opponent on a humane and rational basis Concentrate on the community needs and not your own logistics
KR	**PR**	**AR**
Participate in task force work sessions Talk over the proposed data collection form Simulate actual on line decisions	Fill in a sample data instrument Remove, debug, and improve form and format "Summarize" the as yet uncollected data on a single page	Try out, "We're all OK," via Transactional Analysis State the real objective in short words Cut away the irrelevant details that bog you down



1. Setting up a curriculum is similar to setting up a series of dominos for a chain reaction.

2. It is the job of a teacher to make sure that the chain reaction is in favor of the student.

3. In a way, the student is passive. In another way, the student is active since the student must decide where the first domino will fall.

4. It is possible to set up a domino chain that is unfavorable to the student. Avoid this.

5. It is possible to set up a domino chain that develops students' imagination, creativity, and innovation. Stress this.